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Composition II

Elizabeth Cozby

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COLLIN COLLEGE

COURSE SYLLABUS

Course Information

Course Number: ENGL 1302 P29

Course Meeting Days/Time: T-TH 4:00-5:15, L204

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: March 22, 2019 is the last day to withdraw for Spring 2019.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's

responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION

Instructor's Name: Liz Cozby

Email: ecozby@collin.edu

Office Phone Number: 214-797-8228

Class Information:

Course & section Number: ENG 1302.P29

Meeting Day(s) and Times: TR 4:00-5:15

Location: L204

Course Resources:

- *Critical Thinking, Reading and Writing: A Brief Guide to Argument, Ninth Edition*, required textbook. (ISBN: 978-1-319-03545-7)
- Technology Req: Access to Canvas, **Word** (all final drafts must be submitted in doc/docx format), the internet for research, your Collin email account, and a USB flash drive

Method of Evaluation:

Your final semester grade will be determined by the following:

Paper 1: Evaluation Essay/Movie Review (4-6pgs)	20%
Paper 2: Cause/Effect Essay (4-6pgs)	20%
Paper 3: Literary Analysis (3-5pgs)	20%
Paper 4: Proposal/Letter to Representative (2-3pgs SS)	20%
Daily Work, Participation, Attendance	10%
Lab Requirement, Writer's Journal	10%

Grading: Each assignment will be assessed on a 100-percentage-point scale. 90-100% = A (excellent); 80-89 = B (good); 70-79% = C (meets minimum standards); 60-69% = D (needs improvement); 59 and below (fails to meet basic standards). Grades will be posted in Canvas. Please allow up to two weeks for essay grades/comments.

Attendance Policy: I do not make a distinction between unexcused and excused absences. If you arrive after I take attendance, you are considered tardy. If you leave before I dismiss class, you are considered tardy. If you accumulate two tardies, they count as one absence.

If you accumulate more than **six** absences (including tardies), you may be **failed** in this course.

As a rule, I do not accept late assignments. However, for only major assignments, I will accept work that is submitted within three days of the due date at the penalty of 10 points off per day (with the exception of the final literary analysis). After those three days, I will not accept the work and you will receive a zero for that essay.

Classroom Behavior/Expectations: This is a college course with intentional and elevated academic pursuits. As such, behavior in class should reflect the value we place on our time together, growing and learning. Respect for each other and the work we are doing is essential to creating the environment that will be most conducive to that growth. Students who disrupt will not be appreciated or condoned. The need for redirection should be rare. If it isn't, the Dean of Students will become involved and possible permanent removal from the course will be introduced as a possibility.

Plagiarism policy: Academic dishonesty (a forged doctor's excuse, plagiarism, lying, cheating, etc.) will be treated as a very serious deviation from the standards in this academic community. As such, I will sanction any student engaging in dishonest behaviors as outline both here and in the Student Handbook/Code of Conduct with consequences ranging from a zero on the assignment to a failing grade for the course.

Manuscript Preparation



Major writing assignments should be printed from a digital file (double-spaced) in black ink using a Times New Roman font (no larger or smaller than 12pt). Use MLA guidelines for spacing, margins, heading, and page numbering. If you are unclear on what those guidelines are, please look in your textbook to chapter 7 (p.288-314) or visit either the Purdue OWL website (Google it) or our very own Writing Center workshops or appointments.

Syllabus Changes: This document is subject to change. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus.

Course Calendar: What follows is a skeletal outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we'll think and write about writing; it's simply a guide. All readings, unless otherwise noted, will come out of *Practical Argument: A Text and Anthology*, our required course textbook. This calendar is subject to change.

reading and writing assignments for the semester. This calendar *does not* include all the many ways we'll think and write about writing; it's simply a guide. **This calendar is subject to change.**

THIS SEMESTER, WE WILL BE WORKING ON PROTEST RHETORIC BY WAY OF CONSPIRACY THEORIES AND FAKE NEWS. MY GOAL IS TWOFOLD:

- 1) TO EXPLORE THE VARIOUS WAYS PEOPLE/ORGANIZATIONS USE RHETORIC IN TEXTS, VISUALS, AND AUDIOS TO MANIPULATE OR CONVINCE OTHERS TO JOIN IN THEIR CAUSES OR BELIEFS.**
- 2) SHARE OUR FINDINGS AND RESEARCH AND HAVE MEANINGFUL AND RESPECTFUL CONVERSATIONS AS WE TRY TO EXPLAIN HOW OUR RESEARCH SUBJECTS/TOPICS INTERACT WITH GENDER, AND CLASS SYSTEMS AS THEY WORK TO CHANGE OR SUSTAIN THE SOCIETAL NORM.**

AS YOU WORK YOUR WAY THROUGH THIS SYLLABUS, IT MIGHT HELP TO ASK YOURSELF THE FOLLOWING QUESTIONS TO HELP POSITION YOUR WORK:

- 1. WHAT IS THE RHETORICAL SITUATION THAT I AM ENTERING?**
- 2. WHAT IS ONE PROTEST THAT CREATED (OR IS CREATING) A CHANGE LOCALLY (AND REGIONALLY)?**
- 3. WHAT EFFECT WILL THIS INFORMATION/EVENT HAVE ON ME?**
- 4. WHAT EFFECT WILL THIS INFORMATION/EVENT HAVE ON OTHERS AROUND ME?**

5. HOW CAN I DECIDE AND PROVE THIS INFORMATION IS TRUE/FALSE?

Note: MA = Major Assignment. A quick explanation of each assignment are on pages 12-13.

Week 1: Jan. 21-27

- **Tuesday:** Intro; syllabus; paper work; reintroducing rhetoric, Discuss and Define Protest Rhetoric. Class behavior rules.
- **Thursday:** HW (have this read before class): *EEA* chapters 2 and 3 (pages 18-39)/ CW: Check-in (Discussion Board) *Introduce Annotated Bibliography (MA #1) and Library Tutorials (due Tuesday, Jan. 21, before class)*, Research/Discuss in class, Topic Proposals

Week 2: Jan. 28-Feb. 3

TUESDAY, JAN. 21: TWU CLOSED FOR MARTIN LUTHER KING, JR DAY.

- **Tuesday: NO CLASS.** HW (have this read before class): *EEA* chapter 23 (pages 500-504), eReader "Annotated Bibliography"
- **Thursday:** HW: *EEA* Chapt. 21 (pp. 485-491), Chapt. 22 (pp. 492-1-499). Bring three entries for peer review/CW: Discussion Board, Peer Review, Discuss options, finish Annotated Bibliography before class on Tuesday.

Week 3: Feb. 4- Feb. 10

Library tutorials due before class on Tuesday, Jan. 28.

Annotated Bibliography (MA #1) due before class Tuesday, Jan. 28.

- **Tuesday:** HW: *Library Tutorials due before class. Annotated Bibliography (MA #1) due before class.* / CW: Reflection, Introduce Research Paper Project. *EEA* Chapt. 19 (pp. 445-454). Topic proposals due by end of class.
- **Thursday:** HW: *EEA* Chapt. 20 (pp. 455-484), skim Chapt. 11 (pp. 116-136). / CW: Library meeting: research tips and fair use help. Research in class. *Work on the art of agreeing.*

Week 4: Feb. 11- Feb. 17

- **Tuesday:** HW: *EEA* Chapt. 17 (pp. 379-418). / CW: Discussion Board, Practice asking questions. Work on the art of creating discourse. ☺
- **Thursday:** HW: Review Chapt. 24 (pp. 505-510) and Chapt. 25 (pp. 512-524). / Research in class. Add to bibliography. Start rubric.

Week 5: Feb. 18-Feb. 24

- **Tuesday:** HW: *EEA* Chapt. 25 (pp. 512-526). / CW: *They Say/ I Say*, Drafting in class. Group: What bothers you the most? Reflections and revision plans

- **Thursday:** HW: Draft. Group: “Where am I going?” Reflections, group discussion, draft in class (if we have time).

Week 6: Feb. 25-March 3

- **Tuesday:** HW: *EEA* Chapt. 18 (skim it; we will discuss and practice in class)/ CW: strategies for supporting an argument. Draft in class. ☺ Group (Thumbs up/down).
- **Thursday:** HW: draft for class. Today’s lesson: “Begin, or not to begin?” (Introductions). Group. Reflections, revision plan. Readdress rubric.

Week 7: March 4- March 10

PEER REVIEW DAY TUESDAY, MARCH 4

RESEARCH PAPER (MA #2, MAKING AN ARGUMENT) IS DUE BEFORE CLASS ON THURSDAY MARCH 6.

CONFERENCE WEEK. NO CLASS. IF YOU MISS YOUR CONFERENCE WITH ME, YOU WILL BE COUNTED FOR TWO ABSENCES.

- **Tuesday:** CONFERENCE IN PERSON. NO CLASS.
- **Thursday:** CONFERENCE IN PERSON. NO CLASS.

Week 8: March 11- March 17 SPRING BREAK! 😊

- **Tuesday:** Peer Review Day. Bring two hard copies of your paper and questions for your reviewers.
- **Thursday:** Research Paper (MA #2 Making an Argument) is due before class. Annotated Bibliography #2 is also due. CW: Reflection, Discussion, Introduce Rhetorical Analysis.

Week 9: March 18- March 24

- **Tuesday:** HW: Chapt 33 (pp. 739-761). / CW: Color Theory. Notes (Power Point)
- **Thursday:** HW: Chapt. 34 (pp. 762-779). /CW: Nike (Be ready! I will need volunteers and people to control the computers!)

Week 10: March 25- March 31

- **Tuesday:** HW: Chapt 33 (pp. 739-761). / CW: Color Theory. Notes (Power Point)
- **Thursday:** HW: Chapt. 34 (pp. 762-779). /CW: Nike (Be ready! I will need volunteers and people to control the computers!) HW: Topic proposal. CW: Draft, questions, draft.

Week 11: April 1- April 7

CONFERENCE WEEK. NO CLASS. IF YOU MISS YOUR CONFERENCE WITH ME, YOU WILL BE COUNTED FOR TWO ABSENCES.

- **Tuesday:** CONFERENCE IN PERSON. NO CLASS.
- **Thursday:** CONFERENCE IN PERSON. NO CLASS.

Week 12: April 8- April 14

- **Tuesday:** Argument vs. Persuasion: What's your claim? Group/peer review/ revision plans.
- **Thursday:** Tuesday: Class Discussion. Revise in class.

Week 13: April 15- April 21

- **Tuesday:** Peer Review Day. Bring two hard copies of your paper and questions for your reviewers.
- **Thursday:** Rhetorical Analysis (MA #3) is due before class. Annotated Bibliography #3 is also due. CW: Reflection, Discussion.

Week 14: April 22- April 28

- **Tuesday:** Introduce Research Presentation Project, remind everyone about portfolios. We will choose together in class how to proceed with the project. (Purpose, design, media, and color theory: it all ends here!)
- **Thursday:** Work on Research Presentation Project in class.

Week 15: April 29- May 6

- **Tuesday:** Practice run with each other/Peer reviews.
- **Thursday:** Presentations due.

Week 16: May 6-9

- **Tuesday:** Presentations/ Portfolios
- **Thursday:** Work on Portfolios

FINALS Week 16: May 10-15

FINAL: TBA

PORTFOLIOS WITH COVER LETTER ARE DUE AT THE END OF SESSION.

PROJECTS FOR ENG 1023

SPRING 2019

This semester we will be looking at Protest Rhetoric, and you will have four major assignments for the term. We will look at the multiple ways how Protest Rhetoric can be defined, and your job will be to trace a part of a particular protest back in time to two other protests and follow an element of that particular protest.

*THE MAJOR ASSIGNMENTS***

**There will be more information when we begin each Major Assignment.

Annotated Bibliography (15%)

You will create an annotated bibliography that will change throughout the semester as your research changes. An annotated bibliography is a way to document and organize your research. For the first annotated bibliography, you will need to have at least six sources:

2 sources that explain the protest

2 sources that may help explain the historical context of the protest

2 sources that help explain the rhetorical situation

Research Project (20%)

For this part, you will choose a protest, and you will trace it back at least 50 years and find two more protests that acted as prequels. Through this trace, you may choose to answer (and prove in your paper) one of these questions:

1. What created the protest?

2. What rhetorical strategies are being deployed throughout the three protests? Why are they continued?
3. What has been the most/least effective rhetorical device of the protest?
4. Why does the protest stop (or fizzle out) and return? (For this question, you may choose.)

Rhetorical Analysis (30%)

You will take one part of the current protest you are studying, and you will do a rhetorical analysis on it. Some examples may be (but are not limited to):

1. A speech
2. A poster
3. An advertisement
4. A video
5. An event
6. An interview
7. Something else that I haven't thought of that you want to do 😊

Remix/Research Presentation (10%)

You get to relax and do whatever you want to explain your research. A video five minutes or less? Sure! A cartoon? Sounds like fun! A graphic novel? Holy Cow! A Storyboard? Yep! There will be more instructions, of course, but for right now, the only thing OFF LIMITS is a blasted Power Point presentation (No. I mean it. Seriously. Not happening. Ever).

Portfolio (10%)

This is number five. I know. You will take one of the assignments, and after you remix it, you will put the entire writing process (from brainstorming to drafting to peer reviews to revisions to final draft to remix to final reflection) in here. Trust me, I got your back on this. We will be putting it together in Google throughout the semester.

nal Portfolio Cover Letter and Submission